

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

What's the Problem?

**Practical Problem**

What should I do about solving problems?

**References Used for this Lesson**

*Life Planning Resource Guide*, The Ohio State University, 1994. Vocational Instructional Materials Laboratory, Columbus, Ohio.

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002. Instructional Materials Laboratory, University of Missouri-Columbia.

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

*Implementation Handbook for Family and Consumer Sciences*, 2001. Instructional Materials Laboratory, University of Missouri-Columbia.

**Background Information for this Lesson**

Career and Family Leadership, Content Module 2

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

C.5 Utilize problem solving skills (Application)

**Missouri Show-Me Goals/Standards Addressed**

- 3.1 Identify problems and define their scope and elements
- 3.3 Develop and apply strategies based on one's own experience in preventing or solving problems
- 3.4 Evaluate the processes used in recognizing and solving problems
- 3.6 Examine problems and proposed solutions from multiple perspectives

**National Family and Consumer Sciences Standards Addressed**

- 13.4.3 Determine the roles of decision making and problem solving in reducing and managing conflict.

## Internal Alignment

### Course/Performance/Enabling Objectives(s) for Competency

1. Utilize the "SEARCH Model" to solve a problem. (Application)

### Instructional Strategies

1. Utilize the "SEARCH Model" to solve a problem. (Application)  
Explain to students that they will be developing a portfolio of their problem-solving skills. As they participate in this lesson, they will need to be organizing a portfolio that demonstrates their experiences in utilizing the "SEARCH Model" to solve problems. Use a digital camera to take a personal picture to place in your portfolio. Use "Portfolios", pp. 85-94 (*Alternative Assessments*) or "Career Portfolio" section 6-Model Assessment, pp. 13-15 (*Implementation Handbook*) as a teacher reference to provide guidance and information about portfolios for the students. Students are to put all papers, answers to all questions for discussion/formative assessments, notes, handouts, think sheets, etc. in the portfolio. (Management, Communication, Technology)

### Questions for Discussion/Formative Assessment

1. *How will the portfolio help you with the management of papers?*
2. *How will the portfolio help you to communicate to others your knowledge of problem solving?*
3. *Where/How will you use portfolios in the future?*

Use teacher background information "What is Good Thinking" p. 23 (*Ohio Life Planning*)  
Show picture of "The Thinker". (Knowledge)

### Questions for Discussion/Formative Assessment

1. *How did the handout help you to think about thinking?*
2. *Why is it important to think about thinking?*
3. *What was the inspiration for "The Thinker"?*

Give each class member a newspaper article or advise column regarding a personal or family problem. Ask the students to group the articles according to common areas designated on posters around the room, (work, family, problems with friends, boyfriend/girlfriend, community problem) Have students stand by their area when they have posted their article. (Comprehension)

### Questions for Discussion/Formative Assessment

1. *How easy was it to determine the area to put your article in?*
2. *What did you think about as you worked to determine the area?*

Review characteristics of practical problems. (See Learning Activity 1. a., p. 24 *Ohio Life Planning*)

1. Have consequences that matter to self and others. (pregnancy)
2. Require that action be taken (even if that action is to do nothing). (going with us or not)
3. Involve the thoughts, feeling, and needs of others. (college kid coming home for siblings)
4. Involve conflicting values. (Cheat for the most popular kid in class)
5. Frequency has no one right solution. (which college)

6. Are dependent in the context or situation in which the problem occurs. (going on accept with a friend)
7. Are ill-structured. (buying a car)
8. Can be unclear in terms of information-needed.

Have students think of an example for each characteristic (Examples included in parentheses above).

#### *Questions for Discussion/Formative Assessment*

1. *How did thinking of an example for each characteristic help clarify the characteristic?*
2. *What do the characteristic tell you about practical problems?*
3. *How often do you face practical problems?*

Handout: "How Do You Solve Practical Problems?" p. 31 (Ohio Life Planning)  
Use the examples identified for each characteristic above and categorize the examples by using the reasoning or non-reasoning approach.

Use the "Practical Problem-Solving Think Sheet", pp. 32-33 (*Ohio Life Planning*) or, "SEARCH for Solutions" p. 31 (*Career and Family Leadership*). Select one of the practical problems from the examples identified above and fill out the sheet as the teacher goes through the practical problem/SEARCH process.

Place students in cooperative learning groups of five students each. Assign each student a number 1-5. Each group is responsible for one of the areas below. Each student in the group is to be prepared to present information to students in another group. They should be prepared to define terms and explain how that particular skill is important to solving practical problems. Use the discussion questions provided in the material. After the group has had time to prepare their information, Jigsaw the groups (all of the 1's in one group, 2's in another group, etc.) There should be one person from each group representing all of the content areas below. Ask students to provide the definition for the terms, and explain how that particular skill is important to solving practical problems. Students should take notes on each skill as presented in their group.

1. Analyzing choices and consequences: "REASON Through Practical Problems-Teacher Information", p. 34, (*Ohio Life Planning*)
2. Using factual information: Learning Activity 2.c., p. 27, (*Ohio Life Planning*).
3. Using value information when reasoning: Learning Activity 2. b., p. 27, (*Ohio Life Planning*).
4. Making ethical decisions: p. 33 (*Career and Family Leadership*) and Learning Activity 3.a., pp. 27-28, (*Ohio Life Planning*)
5. Providing good reasons for choices: "Judging Your Choices", p. 36 (*Ohio Life Planning*) (Cooperation, Leadership, Communication, Critical Thinking)

#### *Questions for Discussion/Formative Assessment*

1. *What is the use for problem solving?*
2. *Relate the day-to-day use of each problem solving skill.*
3. *How did having each person share information help your group to share leadership and to work cooperatively?*
4. *What communication skills did you use in your group and in presenting your information to others?*
5. *How will you use shared leadership and cooperation in your daily life?*

## **Assessments**

### Paper/Pencil:

1. List on paper the steps to solving a problem. (Knowledge)
2. Define and give examples of how each problem-solving skill is important to the problem-solving process. (Knowledge, Application)

### Classroom Experience:

1. Identify short scenarios as to the reasoning or non-reasoning approach. Share these scenarios with the class. (Application)
2. Organize a portfolio of handouts, worksheets, think sheets, notes, etc., used to demonstrate and explain the problem-solving method. Use *Alternative Assessment*, "Portfolios" pp. 85-94, as an organizational and assessment tool. (Application, Management)

### Application to Real Life:

1. Make use of the information in your portfolio developed in the Instructional Strategies to develop a document demonstrating the SEARCH/REASON model on a real-life practical problem. Use a practical problem scoring guide to evaluate the document. (Application, Problem solving, Critical Thinking)